

Bear Lake High School Differentiated Compensation Proposal

Bear Lake High School has been asked to present a proposal for Differentiated Compensation that will enable BLHS to successfully implement the Idaho Core Standards (ICS), prepare students for the SBAC assessment, and prepare students for success in college or career. The measure of student achievement should be meaningful and challenging and should be defensible to staff and the public as a valid measure of achievement.

With that in mind, BLHS is proposing the following:

- 9th through 12th students' growth on identifying the specific parts of an argument, noting where arguments are similar or different, weaker or stronger, supported by more or less (or by convincing or unconvincing) data, .
- A core group of teachers from each department (English, science, math, social studies, and the humanities) will collaborate during the first semester to develop a comprehensive exam that will require students to read a nonfiction text, written on their academic grade level, to closely determine what the text says explicitly and to make logical inferences from it (from "College and Career Readiness Anchor Standards for Reading, R.1).
 - Every teacher will be trained on administering and scoring the exams, with the entire staff involved in the evaluation process.
 - This exam will be given within the first six weeks of the first semester. The readings will be grouped in this manner—9th and 10th grade in one group and 11th and 12th grade in another, which corresponds with the CCSS (ICS) grade grouping.
 - Scoring will be based on a rubric that will be developed by the core group of teachers that selects the texts.
 - Teachers from different content areas and different grade levels will be assigned to summarize student performance, first within the two-grade separations and then school wide, and present their findings to the principal and the rest of the staff.
 - The teachers will then collaborate to set a SMART goal for improving student performance (e.g., the number of students scoring proficient will improve from 30% to 70% by the end of the semester). This SMART goal cannot be precisely determined until the results from the pretest are analyzed. .
- An interim exam will be developed, administered, and evaluated within the first three weeks of the second semester to determine how much growth is actually being made. This will enable every classroom teacher to revise the activities to ensure the proper growth for the SMART goal.
 - After the interim exam is administered, a committee will meet to reflect on the school's overall progress and report out to the general staff on the progress to date. After this they will suggest any course changes that may be appropriate for continued progress toward goal.
- A third exam will be administered within the last five weeks of the second semester to measure student progress. This test will be scheduled soon enough that seniors participate before they are finished in the spring.
- The Bear Lake High School team will earn differentiated compensation if the school-wide goal is met.

Bear Lake School District No. 33

Bear Lake High School Differentiated Compensation Proposal

The Bear Lake High School proposal for awarding differentiated compensation is based on the following goals:

1. The measure should leverage our focus to successfully implement the Idaho Core Standards, prepare students for the SBAC assessment, and prepare students for success in college or career.
2. The measure of student achievement used to award differentiated pay should be meaningful and challenging.
3. The measure and indicators of success should be defensible to staff and the public as a valid measure of achievement with a definable achievement goal that involves all teachers.
4. The achievement goal should be attainable so that all persons who invest in developing students' thinking and writing skills through the development of critical thinking activities and writing assignments will receive the compensation bonus as described in the distribution section of this proposal.

Background:

The kind of thinking and communication skills required of our students to be competitive in postsecondary education and in the workforce need to focus on not just the Idaho Core Standards but also on skills that need to be practiced in every classroom. These skills include leading high-level, text-based discussions; focusing on process, not just content; creating assignments for real audiences with real purpose; teaching argument; and increasing text complexity at every level. Reading standards for grades 9-12 specify that students should "Read and comprehend complex literary and informational texts independently and proficiently" (College and Career Readiness Anchor Standards for Reading , L. 9-12). High school students should also "Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences" (College and Career Readiness Anchor Standards for Writing , W. 9-12).

The ultimate goal at BLHS is for students to successfully develop and write an argument using the Toulmin model, which is the model used in the Idaho Core Standards (ICS). This is explained as the ability to "Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence" (College and Career Readiness Anchor Standards for Writing , W.9-10 and 11-12.1).

Every aspect of an educated citizen's schooling and life revolves around argument. For example, scientific claims must be verified by independent investigations, democratic societies must balance the rights and responsibilities of individuals with the common good, external circumstances in both fiction and nonfiction writing and visuals can create internal changes, and computing mathematical equations fluently and making reasonable estimates increases our ability to solve realistic problems encountered in everyday life. With each of these examples, a person's ability to identify the specific parts of each argument is vital before he or she can compare the claims, the data, and the warrants (along with any qualifiers, rebuttals, or backing), noting where arguments are similar or different, weaker or stronger, supported by more or less (or by convincing or

unconvincing) data, and will determine whether or not that person is successful in this ever-changing, complex society.

George Hillocks begins the preface of his book *Teaching Argument Writing, 2011* in this way (emphasis is mine): “This book is about the teaching of argument, **the core of critical thinking**. Argument is not simply a dispute, as when people disagree with one another or yell at each other. Argument is about making a case in support of a claim in everyday affairs—in science, in policy making, in courtrooms, and so forth. As such, this book is intended for teachers at any level who wish to help students become critical thinkers.

“The activities in this book, designed for middle and high school students, will help enable students to write strong arguments, but they will also help students evaluate the arguments of others, arguments they hear every day—a skill critical to participating in a democratic society” (xv-xvi).

The Bear Lake High School Proposal for Differentiated Pay:

It is proposed that 9th through 12th students’ growth on identifying the specific parts of an argument, noting where arguments are similar or different, weaker or stronger, supported by more or less (or by convincing or unconvincing) data, be used to award differentiated pay.

Methods

Teachers in every class will design activities to enable students to develop their critical thinking skills. Students will be asked to discuss and reflect on their texts, especially nonfiction texts, for example, automotive technology and social studies texts. Students will be asked to collaborate in small groups on questions designed to encourage reflection, judgment, and extended thinking. Students will be required to research materials for different classes, from art to music to vocational agriculture and more. Through guided practice, they will strengthen their skills in identifying each part of an argument and analyzing the validity of the claim. They will practice sharing opinions while listening to differing opinions, paraphrasing what others say, and defending claims with logical reasoning.

A core group of teachers from each department (English, science, math, social studies, and the humanities) will collaborate during the first semester to develop a comprehensive exam that will require students to read a nonfiction text, written on their academic grade level, to closely determine what the text says explicitly and to make logical inferences from it (from “College and Career Readiness Anchor Standards for Reading, R.1). Every teacher will be trained on administering and scoring the exams, with the entire staff involved in the evaluation process. This exam will be given within the first six weeks of the first semester. The readings will be grouped in this manner—9th and 10th grade in one group and 11th and 12th grade in another, which corresponds with the CCSS (ICS) grade grouping. Scoring will be based on a rubric that will be developed by the core group of teachers that selects the texts.

Teachers from different content areas and different grade levels will be assigned to summarize student performance, first within the two-grade separations and then school wide, and present their findings to the principal and the rest of the staff. The teachers will then collaborate to set a SMART goal for improving student performance (e.g., the number of students scoring proficient will improve from 30% to 70% by the end of the semester). This SMART goal cannot be determined until the results from the pretest are analyzed. .

An interim exam will be developed, administered, and evaluated within the first three weeks of the second semester to determine how much growth is actually being made. This will enable every classroom teacher to

revise the activities to ensure the proper growth for the SMART goal. After the interim exam is administered, a committee will meet to reflect on the school's overall progress and report on the progress to date. After this they will suggest any course changes that may be appropriate for continued progress toward goal.

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The BLHS team will earn differentiated compensation if the school-wide goal is met.

PLC teams in all subject areas will devote weekly meeting time to devising prompts and instructional activities that build the content knowledge, critical thinking skills, and writing skills reflected in the reading standards of the Idaho Core Standards.

Separate texts for students with disabilities will be used as needed. The rubrics and prompts will be designed to maintain rigorous academic expectations while honoring the IEP process, including students' unique ability levels, learning needs, and technology adaptations as defined by their IEPs.

Distribution Proposal:

- Differentiated Compensation shall be provided to all the certified and classified staff who work in any capacity in the district (does not include Superintendent).
- Certified itinerant staff members shall attach to the building per the percentage of their FTE assigned to the building.
- Classified staff members (custodian, food service worker, instructional paraprofessional, aides, secretary, bus drivers, district office staff, maintenance staff, mechanic, other district personnel, etc.) shall be compensated at the same level as certified staff and shall attach to the building based on their FTE. All district personnel not specifically assigned to a building will receive an average of all buildings' share. No employee will receive more than 1 share.
- Shares will be equalized across the district so that a full share in one building will be equal to a full share in another.
- Persons who work a partial year shall be eligible for differentiated compensation for the time worked.
- Short-term absences shall not be considered when considering working a partial year.
- Long-term substitutes who are either replacement teachers or classified substitutes shall be eligible for differentiated compensation for the time worked that is longer than 6 consecutive weeks.
- Personnel on probation anytime during the year shall not be eligible for differentiated compensation.
- Non-continuing contract teachers who are not renewed for performance reasons will not be eligible for differentiated compensation.
- If one or more schools do not meet their target goals, their allocation will be distributed among the other buildings reaching their target goals.
- 40% of the award for differentiated compensation will be directed toward professional development of staff in relation to implementation of ICS.